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ABSTRACT

This document is intended to assist local school personnel with the implementation of the Virginia State Standards of Quality requirements and regulations governing educational services for gifted students. Preliminary sections present a rationale for the Virginia Plan for the Gifted, a statement of goals, and a definition of giftedness (including general intellectual aptitude, specific academic aptitude, technical and practical arts aptitude, and visual or performing arts aptitude). A section on eligibility determination covers: creating a pool of candidates, identification of special populations, parent/guardian notification, use of multiple assessment criteria, and decision making. The section on designing educational programs lists nine service options and highlights curriculum modification. Principles of funding for local program services are addressed followed by a section on selection and training of personnel including program administrators, teachers, guidance counselors and school psychologists, and collaborative programs with state colleges and universities. Appendices include: state regulations governing educational services for gifted students; reference lists of frequently used assessment instruments; and lists of goals and activities of local school districts and the Department of Education, members of the Virginia State Advisory Committee, and relevant state and national organizations. (Contains 13 references.) (DB)

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THE VIRGINIA PLAN

FOR THE GIFTED

a guide for the development of effective program services for gifted students

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I. Rationale for the Virginia Plan for the Gifted

The Standards of Quality for Public Schools in Virginia, state that each school division must:

- develop criteria for the early identification of gifted students,
- assist in the preparation of teachers and other support staff members (counselors, school psychologists, etc.) to serve the educational needs of gifted students, and
- establish and evaluate differentiated programs following the Board of Education approved regulations (see Appendix A).

In addition to the above-mentioned requirements, recently revised Standards of Learning in all four core

EC 306943

content areas (i.e., English, Mathematics, Science, and History and Social Science) provide the basis for increased academic standards for all students. With these new Standards of Learning as a framework, differentiated instructional services for gifted students can be designed to match their individual learning needs.

The Virginia Plan for the Gifted is provided to assist local school personnel in the development of a comprehensive plan of educational services for their gifted students. Such services should exist in all phases of the curriculum so that students will have the opportunity to pursue programs of study suitable to their individual needs. The guidelines that follow are designed to assist school divisions with the implementation of the Standards of Quality requirements and the Regulations governing educational services for gifted students.

II. Prospectus

The Regulations governing educational services for gifted students, establishing differentiated education for the gifted, are comprehensive yet flexible enough to encourage the design of unique and successful programs for gifted students across the Commonwealth. This plan serves as a guide to facilitate the identification of gifted students through multiple criteria and provides suggestions for a broad-based program of services to meet the needs of all gifted students. It also provides a mechanism for Department of Education personnel, local division personnel, and the State Advisory Committee for the Education of the gifted to work cooperatively to design, deliver and evaluate services for gifted students (see Appendices C, D, and E).

The Virginia Plan for the Gifted, therefore, is intended to implement the regulations through the following goals:

1. All gifted students in kindergarten through grade 12 in every school division shall be appropriately identified*1* and enrolled in a program of services to meet their educational needs.

2. Designated personnel and support staff at the Virginia Department of Education should be assigned the responsibility of establishing and maintaining services for gifted students across the Commonwealth.

3. Funding for education of the gifted is based on a composite index cost per pupil formula and considered comparable in nature to the funding for other areas of exceptionality. Such funding is considered categorical funding.

4. School divisions should designate an administrator responsible for educational services for gifted students in their locality.

1 See Regulations Governing Educational Services for Gifted Students. Part II 2.4.3

III. Definition of the Gifted Student

Gifted students come from many backgrounds, and their special abilities cover a wide spectrum of human potential. The Regulations governing educational services define gifted students as those students ..

"whose abilities and potential for accomplishment are so outstanding that they require special educational programs to meet their educational needs." ***2***

These students possess talents and abilities that differ from those of their peers to such a degree that differentiated educational programs should be provided to nurture their growth and development. The identification of these students is based on the premise that they need and can benefit from specifically planned educational services differentiated from those provided by the general educational experience. Without a program of services that differs from what is available in the regular educational program, the superior talents and abilities of many students will remain undeveloped or underdeveloped.

Using multiple criteria, local staff members should regularly search for students in grades kindergarten through twelve who have potential and/or demonstrated abilities and who give evidence of high performance capabilities (which may include leadership) in one or more of the following categories:

- General Intellectual Aptitude. Students with advanced aptitudes... as demonstrated by advanced skills and creative expression in general intellectual ability.
- Specific Academic Aptitude. Students with specific aptitudes in ..academic areas: mathematics; the sciences; and/or the humanities as demonstrated by advanced skills and creative expression in those areas.
- Technical and Practical Arts Aptitude. Students with specific aptitudes in selected technical or practical arts as demonstrated by advanced skills and creative expression in the technical and practical arts.
- Visual or Performing Arts Aptitude. Students with specific aptitudes in selected visual or performing arts as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in any of the visual and/or performing arts.

2 See Regulations Governing Educational Services for Gifted Students. Part I, 1.2 Categories of Giftedness

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IV. Determination of Eligibility

Eligibility for program services shall be based on multiple criteria and designed to seek out high aptitude in all populations.*3* Providing an appropriate match between student potential and program services requires the collection and analysis of information from a variety of sources. This procedure is called 'identification and placement'. Considerations for a successful identification and placement procedure include the following:

- Required use of multiple criteria
- Acquisition of extensive information on the abilities of the student
- Early identification
- Search for culturally different students
- Child Study/Placement Committee(s) with division wide procedural guidelines
- Involvement of qualified professionals in the identification process
- Ongoing search for the gifted

Creating a Pool of Candidates

To develop a pool of candidates to be considered for educational services provided by the gifted program, local personnel should establish a specified time each year to scan test scores, student grades, and student work samples. In addition to the screening of information available in school records, localities are also encouraged to ask for referrals of gifted students from school personnel, parents, students, and community members. Students located through screening or referral should enter the pool of candidates under consideration for program services.

When identified and nurtured at an early age, gifted students are exposed to the attitudes and motivation necessary for full development of their capabilities. Research gives substantial evidence that gifted students can be identified and educated with success during their earliest years. Observation of student behavior, portfolio assessment and review of individual assessment results are a few of the strategies found effective in the early identification of gifted students.

Identification of Special Populations

Gifted students who are culturally different, disabled or originate from low income backgrounds are often not identified and thus, their talents remain underdeveloped. Appropriate screening allows for differences among students. Any identification effort that concentrates on a single group is a partial and selective process. Therefore, efforts should be made to identify gifted students among all ethnic, socioeconomic and disabled groups.

To facilitate the identification of special populations of gifted learners, localities should seek referrals from family members and others who may be aware of the manner in which the student displays evidence of high potential outside of the classroom. The use of subtest scores (as initial indicators of potential), culturally sensitive checklists, work samples, and observation of behaviors are also key to the identification of special populations of gifted learners.

Parent/Guardian Notification

It is important that parent(s) and/or guardians be kept informed during the assessment process. Permission of parents and/or guardians should be obtained prior to administering any assessment instrument specifically designed to determine eligibility for gifted program services. Each school division should also have a formal written policy for entry and exit that includes an appeals procedure. Once an eligibility decision is made, schools should inform parents of the decision. Should a student be found eligible for services, parents should be made aware of available program service options and methods for making curriculum adaptations to meet the needs of the gifted student.

Use of Multiple Criteria

The degree and type of giftedness of the student should be determined through the use of a variety of criteria. In consonance with the principle of multiple criteria, no single instrument shall be used as the sole criterion in determining students who qualify for programs for the gifted.*4* A combination of at least four of the following criteria should be used to develop a student profile:

1. Assessment of appropriate student products, performance, and/or portfolio.

2. Record of observation of in-classroom behavior.

3. Appropriate rating scales, checklists, and/or questionnaires.

4. Individual interview.

5. Individual or group aptitude tests.

6. Individual or group achievement tests.

7. Record of previous accomplishments (such as awards, honors, grades, etc.).

8. Additional valid and reliable measures or procedures.

Any procedure used must be appropriate for the category of giftedness for which the student was referred.*5* For example, screening for academic aptitude in math might include a review of the following:

- school performance (two or more years advanced in math),
- individual or group subtest or composite scores in mathematics
- referrals by teachers, peers, or parents, and
- work samples demonstrating the students' performance in mathematics.

A separate procedure should be used for each category of giftedness in which a student is considered, and appropriate instruments utilized. (See Appendix B for a list of frequently used assessment instruments.) Flexible use of multiple criteria will help to identify the underachiever or the poor test-taker. While identification may be based on a minimum rating on a teacher checklist, a minimum ranking for student performance or achievement, and a baseline score on an aptitude or achievement test, no single component should guarantee or deny a student access to program services. This type of procedure recognizes that there are many differences among gifted students.

Making Eligibility Decisions

Each locality is required to establish a committee(s) to receive referrals, review findings, and to determine the eligibility of students to receive educational services that match with their abilities.*6* The identification and placement is a standing committee composed of a professional who knows the child,classroom teacher(s), assessment specialists, gifted program staff, school administration, and others deemed appropriate. The committee should function within the guidelines established by the state regulations and shall employ a uniform division wide procedure for identification.*7*

Procedures and policies used by these committees should be clearly defined and available for review throughout the division. Such procedures should be reevaluated on an annual basis by the committee for efficiency and effectiveness in meeting program goals. Each step in these procedures should be documented and records kept on each student. For management purposes, some school divisions may want a committee for each school instead of a central committee for the division as a whole.

3 See Regulations Governing Educational Services for Gifted Students. Part II, 2.3 Early Identification

4 and 5 See Regulations Governing Educational Services for Gifted Students. Part II, 2.2 and 2.3

6 and 7 See Regulations Governing Educational Services for Gifted Students. Part I,1.2

V. Designing Educational Programs for the Gifted

There are numerous service models that provide an educational environment suitable for gifted students. In a review of current practices in use for gifted students, it has been noted that some change or adaptation in the normal school setting is necessary to effectively meet the needs of the gifted. Such adaptation may include opportunities for grade level and/or content acceleration, enrichment experiences provided through the 'pull-out' or seminar model, direct instruction in problem solving skills, and student team competitions in programs such as Odyssey of the Mind, Future Problem Solving, Academic Challenge or other models of creative and critical thinking instruction.*8*

Coordination of instructional experiences is essential if pull-out sessions are to avoid fragmentation and achieve integration with the total instructional program. These adaptations should be designed to:

- reflect local goals and objectives,
- be sequential and continuous,
- demonstrate a match between assessed potential of student and options provided
- be integrated into the total school program, and
- be provided continuously rather than intermittently.

Service Options

The decision to use one service option (e.g., program adaptation) instead of another, or a combination of options should be based upon the degree to which each option suits the philosophy of the school division and the unique needs of the gifted students in the division. Service options may include:

- special classes provided on a part-time basis,
- differentiation in the regular classroom,
- honors or advanced level courses
- full-time classes (center or school based)
- seminars and special workshops,
- mentorships,
- independent study,
- counseling sessions, or
- access to secondary level specialized programs (i.e., Governor's School).

Curriculum Modification

Modifying curriculum for gifted students will require that school division personnel devote ample time and resources to the design and implementation of a differentiated curriculum plan. The plan should be based upon sound learning theory, the needs of gifted students in the locality and should utilize the state's Standards of Learning (for the core content areas) as a base. Differentiation of the curriculum is applicable to academic, arts and vocational, as well as to other skill development areas: e.g., leadership and planning skills.

The curriculum design should provide a balance of content, process (including critical inquiry and self-directed learning skills) and product skills, emphasize interdisciplinary content and integration of learning strategies. Additionally, curriculum for gifted learners should:

- be reflected in a sequential plan of modification that extends the grade level Standards of Learning in all content areas, as appropriate

- be delivered in a manner which aligns the curriculum options with the category of giftedness for which the student has been identified (i.e, general intellectual ability, specific academic aptitude, visual or performing arts, and practical/ technical arts), and
- require levels of complexity, abstractedness, and multifacetedness which appropriately challenge identified gifted learners.

Curriculum and instructional specialists are encouraged to seek technical assistance from the Department of Education, the National Curriculum project (i.e., science and language arts) funded by the U.S. Department of Education at the College of William and Mary, publications disseminated by the Association for Supervision and Curriculum Development (see reference listing), and other state college and university personnel with expertise in curriculum development.Parent and Community Involvement

School divisions should make deliberate efforts to involve the community in programs for gifted students. Local advisory committees composed of parents, teachers, students, and community members should be established (see Regulations, Appendix A). These committees should be involved in planning, developing, and evaluating programs.

Local school divisions can also increase awareness of and support for gifted programs by informing and educating the entire community of the educational needs of gifted students. Simultaneously, the division should identify local financial and educational resources for enhancing program services for gifted students. Examples of the use of community educational and financial support include:

- the development of a school/community mentor program,
- the use of business persons or artists as consultants to school programs, and
- the establishment of internship programs which allow high school students to have actual work experiences in a variety of professions.

8 Gallagher, J. J. (1994). Current and historical thinking on Education for gifted and talented students. In P. Ross (Ed.) National Excellence: An Anthology of Readings. Washington, DC. USDOE.

VI. Funding for Local Program Services

The Commonwealth of Virginia provides each locality with an apportioned share of funds to support local program services. Funds received from the state shall be used to support only those services identified in the local plan.*9* Further, localities are also required to match state funds with local funds based on the composite index (ability to pay) formula. Localities are advised to appropriate funds for the following program components:

1. Activities conducted during the identification and placement of students, to include the purchasing of assessment materials with special allocations made for individual testing.

2. Salaries and fringe benefits for full-time trained personnel, who work with gifted students.

3. Salaries and fringe benefits for part-time trained personnel, and fees for consultants who work with gifted students (prorated based on the amount of time spent working directly with gifted students).

4. Costs of gifted education staff development and development of curriculum modification guides for use in teaching gifted students.

5. Costs of specialized instructional materials and equipment to be used in the delivery of

services for gifted students.

6. Development and implementation of a program evaluation model.

7. Dissemination of information to and communication with the local advisory committee, parents and the community.

8. Pro-rated salaries for trained full-time personnel who work part-time with gifted students.

9. Student tuition for college or post-secondary classes when these are appropriate.

10. Program components that take place outside of the regular school day and year if these are part of the educational continuum of services

9 See Regulations Governing Educational Services for Gifted Students. Part II, 2.5

VII. Personnel: Selection and Training

Localities shall develop specific procedures to select administrative and teaching staff to deliver services to gifted students and to provide training for administrators, teachers and support staff.*10* Teacher selection should be based on a demonstrated ability to create and carry out flexible, differentiated, and enriched curricular experiences which are suited to the gifted students' needs. A continuum of staff development activities ranging from a general overview of gifted education to more specific training in assessment, curriculum differentiation, program administration, and counseling should be provided regularly.

Program Administrators

The person who is assigned the responsibility for a school division's program for the gifted should be trained to assume this responsibility. The division should ensure that the time allocated to administer the program is sufficient to permit the administrator to manage the program effectively. In addition, the administrator should be assigned duties necessary to ensure meaningful continuity in the program (e.g., assist in teacher selection, teacher evaluation, curriculum design, program planning, program evaluation, and budgeting). The program administrator should have appropriate training in gifted education and be involved with central administration in the development of a staff development program for teachers and other support staff (including counselors and school psychologists).

Teachers

To ensure that all teachers have access to specifically designed instruction in gifted education, school divisions should offer in-service training in the education of the gifted for the entire instructional staff and more intensive training for those persons designated to teach gifted students. The Department of Education, Office of Teacher Certification and Licensure, offers an add-on endorsement in gifted education.*11* In-service training, workshops, seminars approved for noncollege credit and continuing education units, awarding points for recertification, and concentrated study in academic disciplines are among the methods that may be used to offer such staff development. The training and coursework should cover such aspects of gifted education as:

- characteristics and identification of the gifted
- teaching methods and models,
- curriculum differentiation
- social-emotional needs of the gifted,
- program evaluation, and
- parent/community involvement.

Guidance Counselors and School Psychologists

In addition to their required courses for endorsement, counselors and school psychologists should also receive special training in meeting the guidance and counseling needs of gifted students, their parents and families. Specific attention in the training of counselors should be devoted to understanding the social-emotional needs of highly gifted students and other special populations groups. Guidance counselors should also work with the program administrator to design career/college placement workshops for gifted students beginning as early as middle school.

Collaboration with State Colleges and Universities

While many school divisions plan on site staff development in gifted education through in-service programs, collaborative planning with colleges and universities will ensure that the preservice and graduate level needs of persons interested in gifted education are met. Localities may also provide stipends for selected courses at universities and for participation in professional conferences focused on meeting the needs of gifted students. Many state colleges and universities offer specifically designed courses and degree programs related to the education of the gifted. Among them are:

- James Madison University,
- Longwood College,
- Norfolk State University,
- The College of William & Mary
- The University of Virginia,
- Virginia Commonwealth University, and
- Virginia State University.

10 See Regulations Governing Educational Services for Gifted Students. Part II, 2.4.11

11 See Licensure Regulations for School Personnel, Part VI, 7.29

VIII. Evaluation

A plan for evaluation shall be part of each local school division's program of services.***12*** This plan should clearly state how the locality intends to evaluate:

- student performance,
- instructional services for the gifted,
- staff development plan and
- parent/community involvement.

The evaluation should include information from the following sources: administrators, parents, students,

and teachers. This type of internal evaluation should be conducted annually. External evaluation is also a desirable part of the overall evaluation plan.

In compliance with the Regulations Governing Educational Services for the Gifted, each locality is required to appoint a local advisory committee whose primary responsibility is to annually review the plan of services and determine the extent to which the plan has met the needs of the gifted students within the locality.*13* The local advisory committee is responsible for submitting an annual report of their findings to the local school board through the division superintendent.

12 See Regulations Governing Educational Services for Gifted Students. Part II, 2.4A.12

13 See Regulations Governing Educational Services for Gifted Students. Part II, 2.4B

Recommended Resources

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THE VIRGINIA PLAN FOR THE GIFTED

a guide for the development of effective program services for gifted students

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Appendix A

Department of Education
Regulations Governing Educational Services for Gifted Students

(VR 270-01-0002)*
Adopted by the Board of Education, Commonwealth of Virginia
February 25, 1993

PREAMBLE

Article VIII, Section 1 of the Virginia Constitution delineates the General Assembly's responsibility for education as follows:

"... shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth and shall seek to ensure that an educational program of high quality is established and continually maintained."

Section 2 of Article VIII requires the Board of Education to prescribe ". . . Standards of Quality for the several school divisions. . ." Standard 1 of such Standards of Quality, as enacted by the General Assembly, requires each school division to "...conduct a program acceptable to the Board of Education for the early identification of gifted and talented students." It is further stated that "...each school division shall offer appropriately differentiated instructional opportunities in accordance with guidelines of the Board of Education for identified gifted and talented students."

The requirements which follow set forth procedures for the development and operation of division-wide special services for gifted students. These requirements, when coupled with the Virginia Plan for the Gifted, provide guidelines to meet the aforesaid statutory requirements.

Part I.

1.1 Applicability and Definitions

These Regulations shall apply to all local school divisions in the Commonwealth.

*Effective date: February 22, 1995 as per Virginia Register of Regulations, Vol. II, Issue 9

1.2 Definitions

The words and terms, when used in these Regulations, shall have the following meaning, unless the content clearly indicates otherwise:

"Appropriately Differentiated Curricula" for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction, original research or production, problem finding and solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas within and across areas of study.

"Gifted Students" means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated abilities and who have evidence of high performance capabilities, which may include leadership, in one or more of the following areas:

1. Intellectual Aptitude(s). Students with advanced aptitude or conceptualization whose development is accelerated beyond their age peers as demonstrated by advanced skills, concepts, and creative expression in multiple general intellectual ability or in specific intellectual abilities.

2. Specific Academic Aptitude. Students with specific aptitudes in selected academic areas: mathematics; the sciences; and/or the humanities as demonstrated by advanced skills, concepts, and creative expression in those areas.

3. Technical and Practical Arts Aptitude. Students with specific aptitudes selected technical or practical arts as demonstrated by advanced skills and creative expression in those areas to the extent they need and can benefit from specifically planned educational services differentiated from those provided by the general program experience.

4. Visual or Performing Arts Aptitude. Students with specific aptitudes in selected visual or performing arts as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in any of the visual and performing arts to the extent that they need and can benefit from specifically planned

educational services differentiated from those generally provided by the general program experience.

"Identification" is the process of reviewing student data collected at the screening level and conducting further evaluation of student potential to determine the most qualified students for the specific gifted services available.

"Identification/Placement Committee" means a standing committee which is composed of a professional who knows the child, classroom teacher(s), others representing assessment specialists, gifted program staff, school administration, and others deemed appropriate. This committee may operate at the school or division level. In either case, consistent criteria must be established for the division.

"Placement" means the determination of the appropriate educational option(s) for each eligible student.

"Screening" is the process of creating the pool of potential candidates using multiple criteria through the referral process, review of test data, or from other sources. Screening is the active search for students who should be evaluated for identification.

"Service Options" include the instructional approach(es), setting(s), and staffing selected for the delivery of appropriate service(s) that are based on student needs.

"Student Outcomes" are specified expectations based on the assessment of student cognitive and affective needs. Such outcomes should articulate expectations for advanced levels of performance for gifted learners.

Part II.

Responsibilities of the Local School Divisions

2.1 Applicability

The requirements set forth in this section are applicable to local school divisions providing educational services for gifted students in elementary and secondary schools from kindergarten through graduation.

2.2 Identification

A. Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students. If the school division elects to identify students with specific academic aptitudes, they shall include procedures for identification and service in mathematics, science and the humanities. These procedures will permit referrals from school personnel, parents, or legal guardians, other persons of related expertise, peer referral and self-referral of those students believed to be gifted. Pertinent information, records, and other performance evidence of referred students will be examined by a building level or division level identification committee. Further, the committee(s) will determine the eligibility of the referred students for differentiated program services. Students who are found to be eligible by the Identification/Placement Committee shall be offered a differentiated program services by the school division.

B. Each school division shall maintain a division review procedure for students whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee.

2.3 Criteria for Screening and Identification

Eligibility of students for programs for the gifted shall be based on multiple criteria for screening and identification established by the school division, and designed to seek out high aptitude in all populations. Multiple criteria shall include four or more of the following categories:

1. Assessment of appropriate student products, performance, and/or portfolio;

2. Record of observation of in-classroom behavior;

3. Appropriate rating scales, checklists, and/or questionnaires;

4. Individual interview;

5. Individual or group aptitude tests;

6. Individual or group achievement tests;

7. Record of previous accomplishments (such as awards, honors, grades, etc.)

8. Additional valid and reliable measures or procedures.

If a program is designed to address general intellectual aptitude, aptitude measures must be included as one of the categories in the division identification plan. If a program is designed to address specific academic aptitude, an achievement or an aptitude measure in the specific academic area must be included as one of the categories in the division identification plan. If a program is designed to address either the visual/performing arts or technical/practical arts aptitude, a performance measure in the specific aptitude area must be used. Inclusion of a test score in a division identification plan does not indicate that an individual student must score at a prescribed level on the test(s) to be admitted to a program. No single criterion shall be used in determining students who qualify for, or are denied access to, programs for the gifted.

2.4 Local Plan

A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. Modifications to the plan shall be reported to the Department of Education on dates specified by the Department. The plan shall include the components as follows:

1. A statement of philosophy;

2. A statement of program goals and objectives;

3. Procedures for the early and on-going identification and placement of gifted students beginning with kindergarten through secondary graduation, in at least one of the four defined areas of giftedness;

4. A procedure for notifying parents/legal guardians when additional testing or additional information is required during the identification process and for obtaining permission prior to placement of students in an appropriate program.

5. A policy for notifying gifted students' change of placement within, and exit from a program, which includes an opportunity for parents who disagree with the committee(s) decision to meet and discuss their concern(s) with an appropriate administrator;

6. Assurances that records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia;"

7. Assurances that (i) testing and evaluative materials selected and administered are sensitive to cultural, racial, and linguistic differences, (ii) identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations; (iii) standardized tests have been validated for the specific purpose for which they are used; (iv) instruments are administered and interpreted by trained personnel in conformity with the instructions of their producer;

8. A procedure to identify and evaluate student outcomes based on the initial and ongoing assessment of their cognitive and affective needs;

9. A procedure to match service options, including instructional approach(es), setting(s), and staffing, to designated student needs;

10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product;

11. Procedures for the selection/evaluation of teachers and for the training of personnel to include administrators/supervisors, teachers, and support staff;

12. Procedures for the appropriate evaluation of the effectiveness of the school division's program for gifted students.

13. Other information as required by the Department of Education.

B. Each school division shall establish a local advisory committee composed of parents, school personnel and other community members. This committee shall reflect the ethnic and geographical composition of the school division. The purpose of this committee shall be to advise the school board through the division superintendent of the educational needs of all gifted students in the division. As a part of this goal, the committee shall review annually the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The recommendations of the advisory committee shall be submitted in writing through the division superintendent to the school board.

2.5 Funding

State funds administered by the Department of Education for the education of gifted students shall be used to support only those services identified in the school division's plan as approved by the Board of Education.

Statutory Authority: 22.1-16 and 22.1-253.13.1 of the Code of Virginia

Appendix B

Reference List of Frequently Used Assessment Instruments
Publishers of Tests

List of Assessment Instruments Frequently Used by School Division Personnel in the Identification of Gifted Students

General Observations:

The reference list that follows is not intended to be exhaustive. The list was developed following a review of local plans on file at the Department of Education and from assessment instruments recommended by a sub-committee (of the State Advisory Committee for Gifted Education) revising this plan. Every effort was made to include the most updated information about the assessment instruments and publishers of the instruments.

As noted on each page of the list, all tests require that the administrator receive appropriate training, however, the tests indicated with an asterisk (*) must only be administered by a certified school psychologist. In the visual/performing arts and practical/technical arts categories, it may sometimes be necessary to rely on the professional judgement of staff members who will provide information to identification/placement or eligibility committees.

For more information regarding assessment of giftedness, contact your local gifted education coordinator or the Office of Programs for the Gifted, Virginia Department of Education.

Please note: *The listing of any instrument here does not guarantee reliability or validity. For the most recent information regarding reliability or validity and the use of any instrument for particular purposes, you are encouraged to consult: the National Registry of Identification Instruments, National Research Center on Gifted and Talented Education, University of Virginia, 275 Ruffner Hall, 405 Emmet Street, Charlottesville, VA 22903.*

Publishers of Tests

1. Academic Therapy Publications

20 Commercial Boulevard
Novato, CA 94949-6191
1-800-422-7249
FAX: (415) 883-3720

2. American Guidance Service (AGS)

4201 Woodland Road
P. O. Box 99
Circle Pines, MN. 55014
1-800-328-2560
FAX: (612) 786-9077

3. Bobbs Merrill Company

4300 W. 62nd Street
P. O. Box 7080
Indianapolis, Indiana 42606

4. Creative Learning Press, Inc

P. O. Box 320
Mansfield Ctr., CT 06250

5. CTB/McGraw-Hill

Order Service
Delmonte Research Park
Monterey, California 93940

6. Educational Assessment Service

W6050 Apple Rd.
Watertown, Wisconsin 53098-3937

7. Pro-Ed

8700 Shoal Creek Boulevard
Austin, TX 78757-6897
Fax: 1-800-397-7633

8. The Psychological Corporation

555 Academic Court
P. O. Box 839954
San Antonio, TX 78283-3954
1-800-228-0752
Fax: 1-800-232-1223

9. Riverside Publishing Company

8420 Bryn Mawr Avenue
Chicago, IL 60631
1-800-767-8378 (or 1-800-323-9540)
Fax: (312) 693-0325

10. Scholastic Testing Service, Inc

480 Meyer Rd., P.O. Box 1056
Bensenville, IL 60106-8056

11. Slosson Educational Publications

P .O. Box 280
East Aurora, NY 140520-0280
1-800-828-4800
Fax: 1-800-655-3840

12. Western Psychological Services

12031 Wilshire Boulevard
Los Angeles, CA 90025-1251
1-800-648-8857
Fax: (310) 478-7838

Name of Instrument	Grade or Age range	General Intellectual	Specific Academic	Visual / Performing Arts	Practical/Technical Arts	Group(G) or Individual(I)	Time required	Verbal(V) or Nonverbal(N)	**Special Populations
Basic Achievement Skills (BASIS) **8**	grades 1-12	N/A	✔	N/A	N/A	I	60M	V,N	N/A
California Achievement Test **5**	grades K-12	N/A	✔	N/A	N/A	G	2-3 hrs.	V	N/A
Cognitive Abilities Test **9**	grades 1-12	✔	N/A	N/A	N/A	G	11/2 hrs.	V, N	N/A
Columbia Mental Maturity Scale **8**	ages 3.5-10	✔	N/A	N/A	N/A	I	15-20M	N	✔
Creativity Assessment Packet **7**	ages 6-18	✔	N/A	✔	✔	G	30M	N	N/A

Listing of Frequently used Assessment Instruments

PLEASE NOTE: All tests require administration by a trained resource teacher, counselor or classroom teacher, however, those indicated with an (*) may be administered by a certified school psychologist.

** instrument found to be effective in identifiying potential in special populations (i.e, low income and culturally diverse)

(the number in **bold** after each test on the chart corresponds to the **Publishers of Tests** listed above)

Name of Instrument	Grade or Age range	General Intellectual	Specific Academic	Visual / Performing Arts	Practical/Technical Arts	Group(G) or Individual(I)	Time required	Verbal(V) or Nonverbal(N)	**Special Populations
Developmental Indicators-Learning (DAIL-R) **2**	2.5-11	✔	N/A	N/A	N/A	I	20-30M	N,V	
Diagnostic Achievement Battery **11**	ages 6-14	N/A	✔	N/A	N/A	G,I	1-2 hrs.	V	
Differential AbilityScales* **8**	ages 2.6-17	N/A	✔	✔	N/A	I	varies 15-25M;45-65M	N,V	✔
Differential Aptitude Test **8**	grades 7-12	✔	N/A	N/A	✔	G	2.5 hrs.	N,V	✔
Draw-a-Person: A Quantitative System **8**	ages 5-17 yrs.	✔	N/A	N/A	N/A	G or I	15M	N	✔
Gifted/Talented Evaluation Scales **7**	ages 5-18	✔	✔	✔	✔	I	untimed	V,N	✔
Group Inventory for Finding Creative Talent **6**	grades 1-6	✔	N/A	✔	N/A	G	untimed	N	✔

Listing of Frequently used Assessment Instruments

PLEASE NOTE: All tests require administration by a trained resource teacher, counselor or classroom teacher, however, those indicated with an (*) may be administered by a certified school psychologist.

** instrument found to be effective in identifiying potential in special populations (i.e, low income and culturally diverse)

(the number in **bold** after each test on the chart corresponds to the **Publishers of Tests** listed above)

Name of Instrument	Grade or Age range	General Intellectual	Specific Academic	Visual / Performing Arts	Practical/Technical Arts	Group(G) or Individual(I)	Time required	Verbal(V) or Nonverbal(N)	**Special Populations
Henmon-Nelson Tests of Mental Ability 9	grades K-12	✓	✓	N/A	N/A	G	30M	V	N/A
Iowa Test of Basic Skills 9	grades K-9	N/A	✓	N/A	N/A	G	2-3 hrs.	V	N/A
Kaufmann Assessment Battery (K-ABC) 2	ages 2.5-12.5	✓	✓	N/A	N/A	I	35-85M	V,N	✓
Kaufmann Brief Intelligence Test (K-BIT) 2	ages 4+	✓	N/A	N/A	N/A	I	15-30M	V,N	N/A
Kaufmann Survey of Early Academic/Language Skills 7	ages 3-6.11	N/A	✓	N/A	N/A	I	25M	V,N	N/A
Leiter International Performance Scale 11	ages 2-adult	✓	N/A	N/A	N/A	I	30-45M	N	✓
Matrix Analogies Test 8	ages 5-17	✓	N/A	N/A	N/A	G	20-25M	N	✓
McCarthy Scales of Children's Abilities 8	ages 2.6-8.6	✓	N/A	N/A	N/A	I	45M	V,N	✓
Musical Aptitude Profile 9	grades 4-12	N/A	N/A	✓	N/A	G, I	110-150M	N/A	N/A

Listing of Frequently used Assessment Instruments

PLEASE NOTE: All tests require administration by a trained resource teacher, counselor or classroom teacher, however, those indicated with an (*) may be administered by a certified school psychologist.

** instrument found to be effective in identifiying potential in special populations (i.e. low income and culturally diverse)

(the number in **bold** after each test on the chart corresponds to the **Publishers of Tests** listed above)

Name of Instrument	**Grade or Age range**	**General Intellectual**	**Specific Academic**	**Visual / Performing Arts**	**Practical/Technical Arts**	**Group(G) or Individual(I)**	**Time required**	**Verbal(V) or Nonverbal(N)**	****Special Populations**
Otis-Lennon School Ability Test **8**	grades K-12	✔	N/A	N/A	N/A	G,I	75M	V,N	N/A
Peabody Individual Achievement Test **2**	ages 5-18	N/A	✔	N/A	N/A	I	60M	N/A	N/A
Raven s Standard Progressive Matrices **8**	ages 5+	✔	N/A	N/A	N/A	G,I	20-60M	N	✔
Ross Test of Highers Cognitive Skills **1**	ages 9-11	✔	N/A	N/A	N/A	G	121M	V	N/A
Scales for rating Behavorial Charac. of Superior Students **4**	grades 1-12	✔	N/A	✔	✔	I	untimed	V	✔
Screening Assessment for Giftd Elem. Students-Primary (SAGES-P) **7**	ages 5.0-8.11	✔	✔	N/A	N/A	G,I	30M	V,N	✔
Screening Assessment for Gifted Elementary Students (SAGES)	ages 7.0-12.11	✔	✔	N/A	N/A	I	30-50M	V,N	✔
Slosson Intelligence Test-R* **11**	ages 4+	✔	N/A	N/A	N/A	I	10-20M	V,N	N/A
System of Multicultural Assessment* **8**	ages 5-11	✔	N/A	N/A	N/A	I	60M	V,N	✔

Listing of Frequently used Assessment Instruments

Name of Instrument	Grade or Age range	General Intellectual	Specific Academic	Visual / Performing Arts	Practical/Technical Arts	Group(G) or Individual(I)	Time required	Verbal(V) or Nonverbal(N)	**Special Populations
Stanford-Binet Intelligence Scale* **9**	ages 2+	✔	N/A	N/A	N/A	I	60-90M	V	✔
Tests of Achievement and Proficiency **9**	grades 9-12	N/A	✔	N/A	N/A	G	N/A	N/A	N/A
Torrance Tests of Creative Thinking, **10**	grades K-7	✔	N/A	✔	✔	I	45M	V,N	✔
Test of Nonverbal Intelligence (TONI) **9**	ages 5+	✔	N/A	N/A	N/A	G,I	15-20M	N	✔
Weschler Intell. Scale for children* (WISC III) **8**	ages 6-16.11	✔	N/A	N/A	N/A	I	50-70M	V,N	✔
Wesch. Pri/Preschool Scale of Intelligence* (WPPSI-R **8**	ages 3-7.3	✔	✔	N/A	N/A	I	85M	V,N	N/A
Wide-Range Achievement Test (WRAT-3) **8**	ages 5+	N/A	✔	N/A	N/A	G,I	15-30M	V,N	N/A
Woodcock Johnson Test of Achievmt revised **2**	ages 3+	✔	✔	N/A	N/A	I	2 hrs.	V,N	N/A

Appendix C

SAMPLE: Local School Division Goals and Activities

Goal: Facilitate the identification and delivery of services to all gifted students (grades K-12)*

Activities of the locality may include, but not be limited to:

1.1 Conduct a needs assessment of the gifted population within the locality.

1.2 Designate an administrator for programs for the gifted.

1.3 Develop and implement appropriate processes and procedures to identify gifted students.

1.4 Develop and implement evaluation designs to assess program effectiveness.

1.5 Design programs, curriculum and instruction to deliver services to gifted students.

1.6 Develop a local plan consistent with state guidelines for the education of gifted students in grades K-12.

1.7 Submit the local plan to the Virginia Department of Education for approval.

1.8 Provide adequate funding to provide for the delivery of appropriate services to identified gifted students.

1.9 Provide inservice training for teachers, administrators, counselors and other support staff.

1.10 Appoint and maintain a local advisory committee for gifted education.

**as per Regulations Governing Educational Services for Gifted Students*

Appendix D

State Department of Education Goals and Activities

Goal 1. Establish and maintain services for education of the gifted to facilitate the implementation and improvement of The Virginia Plan for the Gifted.

Activities of the State

1.0 Develop and implement a state plan of educational services.

1.1 Coordinate the implementation of state regulations

1.2 Provide guidelines for school division plans for the gifted

1.3 Direct the review of school division plans

1.4 Develop and disseminate the Virginia Plan

1.5 Appoint and cooperate with the State Advisory Committee in the development of an annual report to the State Superintendent of Instruction and the Board of Education

1.6 Provide school divisions with information on all programs within the state

2.0 Provide technical assistance and support to localities in the delivery of services to gifted students.

2.1 Assist school division in the implementation of the local plan of services

2.2 Disseminate interpretation of states laws and administrative regulations regarding gifted students to all localities

2.3 Provide training for local coordinators in program design and evaluation of program models

2.4 Provide technical assistance to localities through staff development activities for administrators, counselors, teachers and support staff

3.0 Develop a state budget for maintaining and expanding program services for gifted students.

3.1 Establish the annual fiscal needs of localities

3.2 Allocate state funds for local and state wide program services

3.3 Monitor and evaluate the utilization of allocated funds

4.0 Support the maintenance and expansion of Governor's School Programs.

4.1 Provide technical assistance to existing programs and regions interested in creating new Governor's School Programs

4.2 Disseminate information and applications to localities for summer residential programs

4.3 Evaluate regional, residential and academic year Governor's School programs

4.4 Submit an annual Governor's School report to the State Superintendent of Public Instruction

5.0 Evaluate local plans for the education of gifted students.

5.1 Develop and disseminate the Department of Education's minimum evaluation standards and criteria for the school division program services

5.2 Provide technical assistance to school divisions in evaluating local program services

5.3 Submit an annual report of data collected from all localities to the State Superintendent of Public Instruction

6.0 Provide liaison/collaboration/communication support to varied agencies, organizations and the public.

6.1 Act as a liaison with the United States Department of Education personnel

6.2 Act as liaison with other state personnel within the Department of Education and in all state agencies

6.3 Represent the Commonwealth of Virginia at local, state, and national conferences

6.4 Provide inservice training for Virginia Department of Education personnel

6.5 Promote coordination of undergraduate and graduate professional programs in the education of the gifted among state colleges and universities

6.6 Disseminate informational materials to gain general public support of programs for the gifted

Appendix E

State Advisory Committee

State Advisory Committee for the Education of the Gifted

Functions of the Committee:

- Advising the State Superintendent of Public Instruction as to the needs of identified gifted students
- Recommending appropriate actions to meet these identified needs
- Assisting the Virginia Department of Education and Board of Education in developing programs, policies and procedures for implementing proposed action

Procedures of Operation:

- The Committee meets four times per year. By-laws established by the committee provide guidelines for operation. During the year subcommittees hold additional meetings to study and propose recommendations on issues of concern before the committee.

Organization:

- The committee is divided into subcommittees, which are structured to maximize each member's expertise. Subcommittees meet independently and make recommendations to the Committee.

Organizations and Groups Represented:

Virginia Academy of School Psychologists

Virginia Association for the Education of the Gifted (VAEG)

Virginia Association of Elementary School Principals

Virginia Association of Independent Schools

Virginia Association of Secondary School Principals

Virginia Association of School Superintendents

Virginia Business and Industry

Virginia Congress of Parents and Teachers

Virginia Consortium of Administrators for Education of the Gifted

Virginia Counselors Association

Virginia Education Association

Virginia Middle School Association

Virginia School Board Association

Higher Education: (6 - 8 institutions represented)

Local Administrators of Programs for the Gifted (broad geographic representation)

Local Parent/Professional Advisory Groups

Visual/Performing Arts Community

Governor's Schools

Appendix F

State and National Organizationswith a vested interest in Gifted Education

American Association for Gifted Children. 15 Gramercy Park, New York, NY 10003.

Center for Talented Youth (CTY). The Johns Hopkins University, 3400 N. Charles Street, Baltimore, MD 21218. 410-516-0337.

Council for Exceptional Children (CEC). The Association for the Gifted (TAG). 1920 Association Drive, Reston, VA 22091-1589. 800-845-6232 or 540-620-3660.

Gifted Advocacy Information Network, Inc. (GAIN). 225 West Orchid Lane, Phoenix, AZ 85021.

Gifted Child Society, Inc. 190 Rock Road, Glen Rock, NJ 07452.

MENSA: The High IQ Society. American Mensa, Ltd., 201 Main Street, Suite 1101, Fort Worth, TX 76102. 817-332-2600.

National Association of Gifted Children (NAGC) 1707 1st Street, NW, Suite 550, Washington, D.C. 20036. 202-785-4268.

National Research Center for Gifted and Talented. University of Connecticut, 362 Fairfield Road, #U-7, Storrs, CT 06269-2007.

Virginia Association for the Education of the Gifted (VAEG). Organization for Parents and Educators. Mail to: Betty R. Dodd, VAEG Membership, 532 Cumberland Rd., Fredericksburg, VA 22405.

Acknowledgements

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